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ABSTRACT

A nation wide sample of 780 junicr college newspapers was surveyed in 1978, yielding 502 replies, of which 463 were suitable for analysis. The advisers and editors of these newspapers answered questions about their schools' environments, newspaper staff selection, and newspaper editcrial policies. The findings revealed that at least three-fourths of all the newspapers surveyed were published weekly, biweekly, or mcnthly; had fewer than 20 staff members; were distributed free; ccntained paid advertising; were offset printed by a source nct ccnnected to the college; and had the typesetting or paste-up done by the staff. Cross-tabulating the environmental conditions with six satisfaction respcnses identified which conditions gave the most satisfaction. The most satisfied editors and advisers were found to use a journalism course as their primary source of recruitment; to emphasize the use of AP/UPI newspaper style standards; to ccmpensate staff members through money or academic credit; and to stress having the newspaper offices strategically located and highly useful to staff members. (A copy of the questionnaire is attached.) (Author/RL)

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EFFECTIVE JUNIOR COLLEGE

STUDENT NEWSPAPER OPERATION

By

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Paper accepted for presentation at the Annual Meeting of the National Council of College Publications Advisers (25th, San Francisco, Ca., Oct. 25-27, 1979).

Note: This paper is a condensation of the author's Master of Arts thesis which he completed at the University of Alabama in Spring 1979. Members of the author's thesis advisory committee were Alabama professors Charles Self, Frank Deaver, and Charles Arrendell. The author is a former junior college student journalist, having graduated from Corning (N.Y.) Community College in 1975, where he was editor of the weekly student newspaper, The Crier.

Introduction

"Just as the junior college is a unique type of institution in the educational arena, so is the junior college newspaper also unique in terms of its purpose for existence and its responsibility."[1]

Eleven years ago Alabama professor Frank Deaver used these words as his central theme in an article on student press freedom. Though he himself concedes that the article is now largely inapplicable because of recent court decisions, his central theme is still every bit as valid today as it was in 1968.

This theme is valid because American junior colleges stand out as institutions unique from four-year colleges in purpose and type of student.[2] For the two-year college[3] newspaper, this means having a different type of student staffer and a different type of reader. For this reason, junior college student newspapers are presented with different challenges and must be studied as a unique segment of the college press.

When assembling a staff, the junior college newspaper must rely on freshmen and sophomores while the four-year college can call on students from all undergraduate levels, and often graduate students as well.

Usually, leadership positions on junior college newspapers are filled by students with a year or less of experience. On four-year college newspapers, leaders selected are usually older (some four-year colleges require the editor to be a senior), and are more mature with more experience.[4]

At community colleges with formal journalism programs, freshmen and sophomores are only beginning to take reporting and editing courses. Four-year college journalism majors will have taken these courses and have had ample time to apply their knowledge by the time they assume an editorial position on a student newspaper. By this time the four-year college editor will also have had the opportunity to take theory and ethics courses to further help him perform well in his position. In view of this, Melvin Mencher's description of student journalists seems to refer more appropriately to two-year college newspaper staffs than to four-year college staffs:

> College journalists can be permitted their ignorance. Each fall, year after year, a new staff must be initiated into the mysteries of writing a lead, differentiating between an assistant and an associate professor and spelling deans' names correctly. It is as though the staff must re-invent the wheel every September.[5]

Survey Procedure

Student newspapers traditionally have been one of the most popular forms of communication among college students on two-year campuses.[6] Because of this condition, it becomes important for campus newspapers to effectively and responsibly serve their college communities. In Spring 1978 a survey was conducted to investigate how junior college newspapers were attempting to accomplish this purpose.

Mail questionnaires were sent to either the student editor or faculty

adviser of all junior college student newspapers in the United States, as listed in Deaver's 1974 study, Journalism and Student Publications in American Junior Colleges.[7] Though Deaver's research is now five years old, it was chosen for the sample because it stands out as the only definitive research on junior college student publications. This assumption is true because all other descriptive research was found to be either of a regional nature, or simply included junior college newspapers on an arbitrary basis.

The nationwide sample developed from Deaver's research included 780 newspapers. The questionnaires were sent to advisers on half of these newspapers and editors on the other half by alternating adviser and editor using an alphabetical list of the newspapers (the first newspaper listed was selected to have its editor surveyed by a flip of a coin).

To lend direction to the survey questionnaire and the analysis, the study was concentrated on two problem areas:

1) maintaining an adequate staff.
2) maintaining an adequate editorial policy.

The editors and advisers were asked to answer 32 questions dealing with their newspapers' staff and editorial policy (see Appendix 1). Such questions included who appointed the editor and adviser of the newspaper, who coordinated news coverage, were staff members given academic credit, and how were staff members recruited.

Six additional questions asked the advisers and editors to indicate if they were satisfied that their newspapers were doing an effective job of serving their college communities (see Appendix 1). In this way, the student newspapers with a satisfied editor or adviser were interpreted as effective newspapers.

Through a chi-square test of comparison, the answers to all questions

were cross-tabulated to find out how the effective newspapers (those newspapers with a satisfied editor or adviser) maintained an adequate staff and editorial policy.

This method was chosen because it involved an in-depth look at the operation of the newspapers. This in-depth look was supplied by the responses to the satisfaction questions, even though these responses represented value judgments on the part of the editors and advisers based on experience, individual tastes, attitudes, etc.

This approach becomes strong when one realizes that the student newspaper functions largely on the value judgments of an editor or adviser. The editors and advisers usually hold the highest leadership positions on the newspaper, and they know more about the important decisions and purposes that make up their newspapers than anyone else. In view of this evidence, editors and advisers are in the best position to judge the effectiveness of their newspapers because this effectiveness will depend largely on their value judgments or satisfaction with the newspaper.

In other words, this study made no attempt at describing what newspapers were doing right or wrong. Instead, the study asked advisers and editors what type of things best helped them to do the job they wanted.

The research problems dealt with by the study may be summarized this way:

> How can student editors and faculty advisers produce an effective newspaper? What can be done to maintain an adequate staff and editorial policy?

Results

By Summer 1978 a total of 502 (64.5%) replies were received. From this total, 463 were suitable for analysis.

The 463 selected for analysis included responses from 236 advisers

and 221 editors, with six respondents declining to identify themselves. A copy of the questionnaire and a summary of the responses are contained in Appendixes 1 and 2.

Descriptive findings of the six satisfaction questions revealed the respondents to be overall slightly satisfied with the operation of their newspapers. Looking at the descriptive statistics from a composite standpoint, an adequate picture of the average junior college newspaper is given.

The average junior college newspaper operates at a public supported college with no on-campus housing. The newspaper is published either weekly, biweekly or monthly, distributed free, contains paid advertising and is printed by a non-college connected source.

The staff of the newspaper is usually comprised of less than 20 students, but is still responsible for typesetting and pasting up the newspaper. The editor is usually considering a career in mass communication, but the adviser has barely a 50-50 chance of having a journalism or mass communication degree.

The average circulation figure for the newspaper is less than 3,000 as the average junior college has between 1,000 and 5,000 full-time students.

The average junior college newspaper concentrates its recruiting efforts on a variety of sources (English classes, Journalism classes, clubs, orientation, special meetings) even though the average junior college offers at least one journalism course.

The average junior college newspaper rewards its staff members with cash and/or academic credit. Executive editors are the most frequent benefactors of these rewards.

Typesetting, photography, and office facilities on the average

junior college newspaper are found to be either clearly adequate or clearly inadequate.

In terms of editorial responsibility, the average junior college newspaper has its adviser appointed by the administration, and its editor appointed by the adviser or come combination of faculty members and students. Two out of every three editors have the final decision concerning editorial coverage.

The final section of the questionnaire asked the editors and advisers to make suggestions on how to maintain an adequate staff and encourage journalistic quality.

Recruiting from a variety of sources (such as English classes, freshman orientation, local high schools, holding special recruiting meetings), advertising and holding social get-togethers were the most frequent suggestions for maintaining an adequate staff.

For encouraging journalistic quality, most of the editors and advisers suggested having teachers and journalism professionals criticize the newspaper and having staff members attend journalism conventions.

Conclusions

The purpose of this study was to identify characteristics of effective junior college student newspapers. This study was unique in that: 1) it assumed junior college newspapers must be examined separately from the general student press; and 2) it relied on satisfaction judgments of student editors and faculty advisers.

The satisfaction questions represented the key to the success of the study. When the responses to the satisfaction questions (dependent variables) were cross-tabulated with the responses to the questions on

staffing and editorial policy (independent variables), the resulting associations revealed six significant (χ^2 = .01 - .05) characteristics of effective junior college student newspapers (see Appendix 3 for sample tables of these significant relationships). The effective newspapers were found to:

1) be located at a college with a large full-time student enrollment;

2) have a large student staff;

3) recruit staff members primarily from a journalism class;

4) emphasize the use of Associated Press/United Press International writing style in all articles;

5) compensate staff members for work on the newspaper through monetary awards, scholarships, tuition payment or academic credit;

6) stress having the newspaper's office strategically located and highly useful to staff members.

The largest full-time student enrollments of over 2,000 (see Summary of Responses in Appendix 2) and the largest staffs of 20 or more students (see Summary of Responses) were found significantly related to high levels of satisfaction among advisers and editors. This finding can be explained by the accepted practice of most colleges allocating funds on the basis of enrollment and interest; more funding makes it possible for students to have better facilities and employ expensive methods of operation.

But these two characteristics reflected variables not within the direct influence of an adviser or editor. In other words, advisers and editors can do little to increase or decrease enrollment or the number of staff members available. However, the remaining four characteristics (recruitment, writing style, staff compensation and the newspaper office) easily provide four recommendations for producing effective junior college student newspapers. These are:

1) The junior college student newspaper should use the college's

Journalism class(es) as the primary source of recruitment.

The evidence showed that when attempting to assemble a staff, the newspaper will find it can best achieve its puposes by concentrating its efforts on getting staffers from a journalism class.

While colleges with larger enrollments were found to have reached the higher levels of satisfaction, the number of journalism courses offered was not found to be significantly related to satisfaction. In other words, it can be concluded that a newspaper does not necessarily need an extensive journalism curriculum to recruit a sufficient number of staff members. One or two journalism classes would seem to get the job done, which comes as good news to smaller colleges with limited funds for journalism instruction.

It must be emphasized here that to assure that the simple presence of a journalism course will naturally ensure an effective student newspaper would be incorrect; newspapers must make a purposeful attempt at taking advantage of the opportunity to assemble a strong staff made possible by the presence of a journalism class.

2) The junior college newspaper should place strong emphasis on its staff members closely following accepted newspaper writing style standards.

The most satisfied editors and advisers clearly indicated an emphasis on following Associated Press/United Press International style standards. This may not necessarily mean that the newspapers with satisfied editors and advisers exhibit the best writing style in all of their articles, but it does indicate that they recognize the importance of using AP/UPI style. and at least make an effort to use it.

Such efforts could range from simply making stylebooks available in the newspaper office to assembling personalized stylebook/staff manuals. This emphasis could also be accomplished through journalism class assignments.

thus providing another reason for using a journalism class as the primary source of recruitment.

3) The junior college newspaper should compensate its staff members.

By offering money or credit, the satisfied editors and advisers try to attract and reward the best possible staffers.

A popular argument used by persons who argue against compensation has held that the awarding of academic credit or money may be detrimental because this practice usually rewards a staffer regardless of whether he really earned it. This situation becomes even more important in junior colleges because usually these rewards are decided upon before the newspaper begins its semester or year of operation. This presents teachers and coordinators with a more difficult job of choosing which students should be compensated because students are of a more diverse character in junior colleges than they are in four-year colleges.

While 65 percent of all the newspapers compensated staffers, only 28 percent or nearly one-fourth indicated that any academic credit was given to staffers. This would seem to represent a decrease in the number of junior colleges offering credit-granting or publication-oriented courses which was formerly a prevalent condition among junior colleges found in past studies.[8]

4) A junior college newspaper must have an adequate office facility.

The results of this study showed that satisfied editors and advisers emphasized having newspaper offices strategically located and highly useful to staffers. This finding contradicts the practice of using any room available as an office.

Although the respondents may have had different opinions of what is useful or strategic, it can be generalized that the newspaper office must be more than just another classroom.

Future Research Considerations

In regard to editorial policy, this study's results imply a need for future research on the freedom of the junior college press. While 87.3 percent of all the colleges were public, it was found that students handed down the final decisions on editorial coverage at only 65 percent of all colleges. In view of this evidence, it was found that at least 22 percent or one-fourth of the public college newspapers were not exercising First Amendment rights guaranteed tham. A strong future research project could investigate why this occurred, and make conclusions on the amount of freedom possessed by the junior college press.

The present study also found a significant relationship between satisfaction level and whether the respondent was an editor or adviser. Upon examining this relationship, it was found that generally advisers were highly satisfied with their newspapers while the editors were more likely to be dissatisfied. Because of the lack of accepted reasons for such an association, the author advocates a future study probing the critical processes of editors and advisers.

The most apparent future research consideration concerns the survey sample used in the present study. The results of this study would have been scientifically stronger if a more up-to-date version of Deaver's 1974 study was available. In view of this fact, it is apparent that an annual or biennial replication of Deaver's 1974 study would greatly aid future research on junior college student newspapers.

The effectiveness of the student newspaper must be a major concern of not only the adviser and editor, but administrators as well.[9] With an effective staff and editorial policy, the student newspaper can supply important information, report on relevant events, and act as an adequate

forum of expression on campus. Ensuring these functions is an essential need of all community and junior colleges.

# # #

NOTES

1 Frank Deaver, "Freedom and Responsibilities of the Junior College Newspaper," Journalism Quarterly 45 (Autumn 1968):549.

2 Thomas E. O'Connell, Community Colleges: A President's View (Urbana, Ill.: University of Illinois Press, 1968), pp. 1-12; Charles C. Collins, Junior College Student Personnel Programs: What They Are and What They Should Be (Washington: American Association of Junior Colleges, 1969), pp. 1-8; L. Steven Zwerling, The Crisis of the Community College: Second Best (New York: McGraw-Hill, 1976), pp. i-xviii; Edmund J. Gleazer, Jr., "After the Boom . . . What Now for the Community Colleges?" Community and Junior College Journal 44 (December/January 1974):6-11; Ibid, "Beyond The Open Door . . . The Open College," Community and Junior College Journal 45 (August 1974): 6-12.

3 The terms two-year college, junior college, technical college, and community college are used interchangeably throughout this research, meaning an institution of higher education offering a two-year associate degree program, and recognized as this type of institution by the American Association of Community and Junior Colleges. Sandra L. Drake, ed., 1978 Community, Junior, and Technical College Directory (Washington: American Association of Community and Junior Colleges, 1978), p. 1.

4 Judith Burken, "Organizing The Madhouse on the Junior College Level," Community College Journalist, Summer 1975, pp. 5-11.

5 Melvin Mencher, "Student Journalists have constitutional rights, too," The Quill, October 1972, p. 9.

6 Annette Gibbs, "Insuring the Effectiveness of Junior College Student Newspapers," Community and Junior College Journal 43 (November 1972): 28-29.

7 Frank Deaver, Journalism and Student Publications in American Junior Colleges, rev. ed. (Dallas: Taylor, 1974).

8 In his first nationwide study of junior college journalism, Deaver [Journalism and Student Publications in American Junior Colleges (1972), p. 123] noted that it should not be inferred that quality journalistic instruction cannot include publication activities. Deaver wrote that a combination of

non-publication and publication courses may be best, and that publication-oriented courses should be criticized only when " . . . academic journalism is apparently little more than payment in credits for work on publications." However, Deaver found this condition deserving of criticism prevalent among junior colleges (Ibid.), as also did Gordon B. Greb ["The Place of Journalism in the Junior College," Journalism Quarterly 31 (Summer 1954):355]; D. Wayne Rowland ["Study and Critique of the Status of Journalism in the American Two-Year College" (Ph.D. dissertation, Southern Illinois University, 1960)]; John A. Gothberg ["The Junior College Journalism Curriculum," Journalism Quarterly 42 (Autumn 1965):667]; Lester G. Benz ["Journalism Teaching in the Junior Colleges," Journalism Quarterly 44 (Spring 1967):121]; Gerald F. Demel ["A Survey of Journalism in Kansas Public Junior Colleges" (M.A. thesis, University of Kansas, 1967)]; Edgar E. Eaton ["Junior College Journalism in the 70's" (Paper presented to the 52nd Annual Association for Education in Journalism, Junior College Journalism Session, Berkeley, Ca., 23-28 August 1969), p. 2]; Carol Hilton ["Journalism and the Two-Year College: Two Perspectives" (paper presented to the 53rd Annual Association for Education in Journalism convention, Junior College Journalism Association affiliate convention, Washington, D.C., August 1970), p. 2]; Fred A. Barfoot ["Journalism Education in Middle Atlantic Junior Colleges in the Fall of 1970: A Descriptive Study" (transcript of address given at the 54th Annual Association for Education in Journalism convention, Junior College Journalism Association affiliate convention, University of South Carolina, 25 August 1971), p. 4].

9

In 1977, Marcia Prior ["Sharing the Load: A Brief Survey of Journalism Education in American Junior and Community Colleges," (paper presented to the faculty of the Graduate School, University of Missouri-Columbia, November 1977), p. 11] reached a similar conclusion in regard to community college journalism overall. According to Prior, the goal of quality two-year journalism education will not be reached until administrators, department heads, boards of directors, and journalism teachers are adequately educated on the purposes of junior college journalism.

APPENDIX 1

SURVEY QUESTIONNAIRE

(Note: the original questionnaire was printed on both sides of one legal size sheet of paper. It is reproduced here at 75% of its original size).

JUNIOR COLLEGE NEWSPAPER QUESTIONNAIRE

Your position on your newspaper is: _____

*Please indicate your answers by writing them on the spaces provided, or circling the number corresponding to your desired response for each question.

1.) What is the total number of full-time students enrolled at your college? _____

2.) Does your college provide on-campus housing for students? (1) Yes; (2) No.

3.) What type of administrative control is your college under? (1) Private; (2) Public; (3) Other, please specify _____

4.) Is your newspaper published: (1) Daily; (2) Three times weekly; (3) Twice weekly; (4) Weekly; (5) Once every other week or twice a month; (6) Monthly; (7) Other, please specify _____

5.) What is the total circulation of your newspaper? _____

6.) What is the total number of students working on your newspaper? _____

7.) Is your newspaper: (1) Sold to students; (2) Furnished free of charge to students; (3) Other, please specify _____

8.) Does your newspaper contain paid advertising? (1) Yes; (2) No.

9.) By which method is your newspaper printed? (1) Offset; (2) Letterpress; (3) Mimeo; (4) Other, please specify _____

10.) Who prints your newspaper? (1) college printing service; (2) job printer; (3) local professional newspaper; (4) Other, please specify _____

11.) Does your newspaper staff typeset and/or paste-up copy? (1) Yes; (2) No.

12.) How many journalism courses does your college list in its catalog? _____

13.) Does the adviser of the newspaper hold a degree in journalism or mass communication? (1) Yes; (2) No.

14.) Is the student editor of the newspaper considering a career in journalism or mass communication? (1) Yes; (2) No; (3) Don't Know.

Please consider the present situation of your newspaper staff in the following questions.

15.) Which segment of your newspaper uses the most students? (1) Advertising; (2) Circulation; (3) News-Editorial-Editors; (4) News-Editorial-Reporters; (5) Business-bookkeeping and budget; (6) Production-typesetting, paste-up and layout.

16.) In which segment do you have the hardest time keeping staff members? (1) Advertising; (2) Circulation; (3) News-Editorial-Editors; (4) News-Editorial-Reporters; (5) Business-bookkeeping and budget; (6) Production-typesetting, paste-up and layout.

17.) The majority of your newspaper's staff members who are officially recruited come from: (1) English classes; (2) Journalism classes; (3) Special Student Recruiting Meetings; (4) Freshman Orientation; (5) Other clubs or organizations; (6) High School Recruitment; (7) Other, please specify _____

18.) Are certain members of your newspaper staff paid any type of compensation, monetary or academic, for their work on the newspaper? (1) Yes; (2) No.

If you answered "No" to Number 18, please skip 19 and 20 and go to Number 21.

19.) How are your newspaper staff members compensated? (You may indicate more than one) (1) Cash; (2) Scholarship or Grant; (3) Academic credit; (4) Tuition; (5) Other, please specify _____

20.) Which positions receive compensation for work on the newspaper? (You may indicate more than one) (1) Executive Editors-Editor, Managing Editor, Associate Editor; (2) Division Editors-Sports, News, Feature; (3) Reporters; (4) Photography Manager; (5) Photographers; (6) Advertising Manager; (7) Advertising Salespersons; (8) Business Manager; (9) Business staffers; (10) Production Manager; (11) Production staffers; (12) Other, please specify _____; (13) Other _____

21.) If you could be handed an entirely new staff for your newspaper, how different would you prefer this new staff to be from your present one?

Not Very Different (1) (2) (3) (4) (5) (6) (7) Very Different

(Over)

22.) How well do you feel your staff understands the purposes of your newspaper?
Very Well — Not Very Well
(1) (2) (3) (4) (5) (6) (7)

For this next series of questions, please consider the editorial quality of your newspaper.

23.) Who hands down the final decisions on editorial coverage for your newspaper?
(1) Editor; (2) Executive Editors as a whole; (3) Publications Board; (4) Adviser;
(5) College Administration; (6) Other, please specify _____

24.) How closely does your newspaper follow newspaper style standards (i.e. Associated Press, United Press International) in all its articles?
Very Closely — Not Very Closely
(1) (2) (3) (4) (5) (6) (7)

25.) If you could start the entire year over, how extensive of a change would you like to see in the way stories were handled, written and laid out in your newspaper?
Not Very Extensive — Very Extensive
(1) (2) (3) (4) (5) (6) (7)

26.) If you were given the opportunity to restructure the editorial content of your newspaper, how different would it be from what it presently is?
Not Very Different — Very Different
(1) (2) (3) (4) (5) (6) (7)

27.) The newspaper editor is appointed to a term lasting how long? (1) one semester or quarter; (2) one academic year; (3) no specified time period; (4) Other, please specify _____

28.) Who appoints the editor of the newspaper? (1) Vote by student body; (2) Executive Editors as a whole; (3) Outgoing editors; (4) Adviser; (5) Publications Board; (6) College Administration; (7) Student Government; (8) Other, please specify _____

29.) Who appoints the adviser of the newspaper? (1) Faculty; (2) Publications Board; (3) Executive Editors as a whole; (4) Editor; (5) College Administration; (6) Student Government; (7) Other, please specify _____

30.) Aside from the adviser, what persons do the newspaper staff go to for expert advice? (You may indicate more than one) (1) Another faculty member; (2) College Public Relations Staffer; (3) Professional Printer; (4) Local newspaper or broadcast professional; (5) Other, please specify _____

31.) How well do you think the student body feels your newspaper serves them?
Very Well — Not Very Well
(1) (2) (3) (4) (5) (6) (7)

32.) If you could change the function of your newspaper in your college community, how extensive would this change be?
Not Very Extensive — Very Extensive
(1) (2) (3) (4) (5) (6) (7)

Please indicate your opinion on how adequate your newspaper's facilities are. If your newspaper does not have such a facility, please leave the question blank.

33.) Office: (how strategically located, usefulness and accessibility to the staff)
Adequate — Inadequate
(1) (2) (3) (4) (5) (6) (7)

34.) Photo Equipment and/or Darkroom: (quality of equipment and accessibility to the staff)
Adequate — Inadequate
(1) (2) (3) (4) (5) (6) (7)

35.) Typesetting Equipment: (quality of equipment)
Adequate — Inadequate
(1) (2) (3) (4) (5) (6) (7)

Please briefly describe any activities or programs your newspaper has used in obtaining and keeping staff members _____

Please briefly describe any activities your newspaper has used in attempting to maintain high quality of articles and layout _____

That's all! Thank you very much for your cooperation!

APPENDIX 2

SUMMARY OF RESPONSES

Question	Responses	Frequency	Percentage
Position of respondent	Advisers	236	51.0
	Editors	221	47.7
	Not Identified	6	1.3
1.) Junior College enrollment	Less than 1,000	120	25.9
	1,000-2,000	103	22.2
	2,000-5,000	110	23.8
	Above 5,000	113	24.4
	Not Identified	17	3.7
2.) Junior College housing	On-Campus housing	131	28.3
	No housing	330	71.3
	Not Identified	2	0.4
3.) Administrative control	Private	54	11.7
	Public	404	87.3
	Not Identified	5	1.1
4.) Publishing frequency	Daily	1	0.2
	Twice weekly	0	0.0
	Three times weekly	0	0.0
	Weekly	135	29.2
	Biweekly	185	40.0
	Monthly	102	22.2
	Triweekly	12	2.6
	Sporadic	22	4.8
	Not Identified	6	1.3
5.) Circulation	0-999	98	21.2
	1,000-1,999	144	31.1
	2,000-2,999	98	21.2
	3,000 and above	115	24.8
	Not Identified	8	1.7
6.) Number of Student Staff Members	1-6	73	15.8
	7-9	67	14.5
	10	59	12.7
	11-14	67	14.5
	15-19	76	16.4
	20-24	55	11.9
	25-60	46	9.9
	Not Identified	20	4.3

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
7.) Distribution method	Sold	0	0.0
	Free	462	99.8
	Not Identified	1	0.2
8.) Paid Advertising	Yes	351	75.8
	No	111	24.0
	Not Identified	1	0.2
9.) Printing method	Offset	413	89.2
	Letterpress	20	4.3
	Mimeograph	10	2.2
	Not Identified	20	4.3
10.) Who prints the newspaper	College	52	11.2
	Job Printer	178	38.4
	Local Newspaper	214	46.2
	All others	8	1.7
	Not Identified	11	2.4
11.) Typesetting and/or paste-up by the staff	Yes	341	73.7
	No	111	24.0
	Not Identified	11	2.4
12.) Number of journalism courses	None	58	12.5
	One	74	16.0
	Two	68	14.7
	Three	56	12.1
	Four	60	13.0
	Five or Six	63	13.6
	Seven and above	70	15.1
	Not Identified	14	3.0
13.) Advisers holding a journalism degree	Yes	241	52.1
	No	210	45.4
	Not Identified	12	2.6
14.) Editors considering a career in mass communication	Yes	317	68.5
	No	100	21.6
	Don't Know	39	8.4
	Not Identified	7	1.5

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
15.) Position requiring the most staffers	Advertising	1	0.2
	Circulation	1	0.2
	Editors	63	13.6
	Reporters	331	71.5
	Business	0	0.0
	Production	31	6.7
	Not Identified	36	7.8
16.) Position hardest to keep staffers	Advertising	99	21.4
	Circulation	19	4.1
	Editors	35	7.6
	Reporters	142	30.7
	Business	29	6.3
	Production	67	14.5
	Not Identified	72	15.6
17.) How are most staffers recruited	English class	33	7.1
	Journalism class	194	41.9
	Recruiting meetings	39	8.4
	Orientation	28	6.0
	Other clubs	10	2.2
	High Schools	26	5.6
	No recruiting	19	4.1
	All others	2	0.4
	Not Identified	112	24.2
18.) Are staffers compensated	Yes	303	65.4
	No	157	33.9
	Not Identified	3	0.6
19.) How staffers are compensated (more than one response allowed)	Cash	153	33.0
	Grant or Scholarship	98	21.2
	Academic credit	131	28.3
	Tuition payment	61	13.2
	Work-Study	14	3.0

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
20.) Which staffers are compensated (more than one response allowed)	Executive Editors	223	48.2
	Division Editors	65	14.0
	Reporters	41	8.9
	Photo Manager	54	11.7
	Photographers	50	10.8
	Ad Manager	83	17.9
	Ad Salespersons	43	9.3
	Business Manager	45	9.7
	Business Staffers	5	1.1
	Production Manager	11	2.4
	Production Staff	27	5.3
	Pre-determined number of student staff members	46	9.9
	All others	8	1.7
21.) SATISFACTION: how different would you want a new staff to be	1--Not Different	45	9.7
	2	91	19.7
	3	59	12.7
	4	62	13.4
	5	65	14.0
	6	58	12.5
	7--Very Different	57	12.3
	Not Identified	26	5.6
22.) SATISFACTION: how well does the staff understand the newspaper's purposes	1--Very Well	62	13.4
	2	118	25.5
	3	84	18.1
	4	80	17.3
	5	65	14.0
	6	36	7.8
	7--Not Very Well	9	1.9
	Not Identified	9	1.9
23.) Who determines coverage	Editor	215	46.4
	Editors together	82	17.7
	Publications Board	15	3.2
	Adviser	79	17.1
	Administration	22	4.8
	Editor & Adviser	35	7.6
	Staff	2	0.4
	Publications Board with any others	3	0.6
	All others	2	0.4
	Not Identified	8	1.7

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
24.) How closely does newspaper follow style standards	1--Very Closely	88	19.0
	2	101	21.8
	3	92	19.9
	4	60	13.0
	5	36	7.8
	6	43	9.3
	7--Not Closely	33	7.1
	Not Identified	10	2.2
25.) SATISFACTION: how would you change the way stories were handled	1--Not extensively	32	6.9
	2	99	21.4
	3	85	18.4
	4	80	17.3
	5	77	16.6
	6	50	10.8
	7--very extensively	32	6.9
	Not Identified	8	1.7
26.) SATISFACTION: how would you restructure your newspaper's content	1--Not different	84	18.1
	2	129	27.9
	3	62	13.4
	4	60	13.0
	5	56	12.1
	6	38	8.2
	7--Very different	24	5.2
	Not Identified	10	2.2
27.) Editor's term	One semester	115	24.8
	One year	241	52.1
	No specified time	95	20.5
	No Editor	4	0.9
	All others	2	0.4
	Not Identified	6	1.3

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
28.) Who appoints the editor	Student vote	8	1.7
	Editors together	23	5.0
	Outgoing Editors	22	4.8
	Adviser	174	37.6
	Publications Board	79	17.1
	Administration	12	2.6
	Student Government	13	2.8
	Staff	39	8.4
	No Regular Editor	2	0.4
	Volunteer	5	1.1
	Editor & Adviser	37	8.0
	Adviser with any of the others	14	3.0
	Publications Board together with any of the others	3	0.6
	Faculty	2	0.4
	Not Identified	30	6.5
29.) Who appoints the adviser	Faculty	21	4.5
	Publications Board	16	3.5
	Editors together	9	1.9
	Editor	15	3.2
	Administration	333	71.9
	Student Government	11	2.4
	Other Administrative Officials	5	1.1
	Teacher as part of Job	8	1.7
	No Adviser	5	1.1
	Volunteer	6	1.3
	Staff	4	0.9
	Administration together with any of the others	9	1.9
	Not Identified	21	4.5
30.) Other persons who give advice to the staff (more than one response allowed)	Other faculty	184	39.7
	College Public Relations Staffer	97	21.0
	Local printer	132	28.5
	Local Journalist	119	25.7
	No one else	51	11.0
	Reference sources	2	0.4
	Administration	16	3.6

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
31.) SATISFACTION: how well does the student body feel it is served	1--Very Well	28	6.0
	2	98	21.2
	3	110	23.8
	4	120	25.9
	5	46	9.9
	6	33	7.1
	7--Not Very Well	12	2.6
	Not Identified	16	3.5
32.) SATISFACTION: how would you change the newspaper's function	1--Not extensively	55	11.9
	2	105	22.7
	3	64	13.8
	4	65	14.0
	5	66	14.3
	6	53	11.4
	7--Very extensively	43	9.3
	Not Identified	12	2.6
33.) Adequacy of the newspaper office	1--Adequate	120	25.9
	2	79	17.1
	3	43	9.3
	4	45	9.7
	5	34	7.3
	6	43	9.3
	7--Inadequate	65	14.0
	Not Identified	34	7.3
34.) Adequacy of the newspaper's photo facilities	1-Adequate	86	18.6
	2	78	16.8
	3	52	11.2
	4	36	7.8
	5	37	8.0
	6	40	8.6
	7--Inadequate	90	19.4
	Not Identified	44	9.5
35.) Adequacy of the newspaper's typesetting equipment	1--Adequate	72	15.6
	2	47	10.2
	3	23	5.0
	4	23	5.0
	5	8	1.7
	6	22	4.8
	7--Inadequate	88	19.0
	Not Identified	180	38.9

APPENDIX 2 (cont.)

Question	Responses	Frequency	Percentage
Activities or programs used in obtaining and keeping staffers (more than one response allowed)	High School Recruiting	31	6.7
	Campus Recruiting	52	11.2
	Orientation	9	1.9
	Required of journalism majors	5	1.1
	Recruiting from journalism class	15	3.2
	Lab newspaper	17	3.7
	Academic credit for staffers	34	7.3
	Payment for staff	29	6.3
	Good content	4	0.9
	Offering awards	26	5.6
	Conventions	27	5.8
	Staff meetings	8	1.7
	Advertising	53	11.4
	Free atmosphere	37	8.0
	Social functions	48	10.4
	All others	11	2.4
Activities or programs used in maintaining high quality layout and writing (more than one response allowed)	Lab newspaper	39	8.4
	Inidvidual attention	12	2.6
	Research	4	0.9
	Competition	17	3.7
	Critique sessions	52	11.2
	Conventions	75	16.2
	Exchange List	15	3.2
	Good content	18	3.9
	High morale	25	5.4
	Good editing	35	7.6
	Experimentation	7	1.5
	Good layout	12	2.6
	Good leadership	12	2.6
	Motivation	10	2.2
	All others	20	4.3

APPENDIX 3

SELECTED CROSS-TABULATIONS OF STAFFING AND EDITORIAL POLICY RESPONSES WITH SATISFACTION RESPONSES

Note: The complete list of 42 cross-tabulations of staffing and editorial policy with satisfaction are contained in Joseph A. Mirando, "An Analysis of Conditions Affecting the Operation of Junior College Student Newspapers" (M.A. thesis, University of Alabama, 1979), pp. 83-113.

TABLE 1: Junior College Enrollment with Satisfaction

32.) If you could change the function of your newspaper in your college community, how extensive would this change be?

	Not Very Extensively (Satisfied) 1	2	3	4	5	6	Very Extensively (Dissatisfied) 7
1-999 N = 113	9 (8%)	18 (16%)	12 (11%)	20 (18%)	24 (21%)	21 (19%)	9 (8%)
1,000-1,999 N = 102	11 (11%)	25 (25%)	21 (21%)	8 (8%)	12 (12%)	12 (12%)	13 (13%)
2,000-4,999 N = 109	9 (8%)	24 (22%)	17 (16%)	17 (16%)	17 (16%)	13 (12%)	12 (11%)
5,000 and up N = 110	24 (22%)	36 (33%)	11 (10%)	16 (15%)	11 (10%)	6 (6%)	6 (6%)

χ^2 = 45.19130 with 18 degrees of freedom; significance = 0.0004.

TABLE 2: Number of Staff members with Satisfaction

21.) If you could be handed an entirely new staff for your newspaper, how different would you prefer this new staff to be from your present one.

	Not Very Different (Satisfied) 1	2	3	4	5	6	Very Different (Dissatisfied) 7
1-6 N = 69	5 (7%)	4 (6%)	6 (9%)	8 (12%)	8 (12%)	14 (20%)	24 (35%)
7-9 N = 62	4 (7%)	6 (10%)	9 (15%)	11 (18%)	14 (23%)	7 (11%)	11 (18%)
10 N = 55	4 (7%)	12 (22%)	7 (13%)	8 (15%)	10 (18%)	5 (9%)	9 (16%)
11-14 N = 63	12 (19%)	17 (27%)	5 (8%)	11 (18%)	8 (13%)	9 (14%)	1 (2%)
15-19 N = 74	6 (8%)	20 (27%)	13 (18%)	9 (12%)	15 (20%)	8 (11%)	3 (4%)
20-24 N = 52	9 (17%)	15 (29%)	7 (14%)	7 (14%)	4 (8%)	8 (15&)	2 (4%)
25-60 N = 44	4 (9%)	14 (32%)	8 (18%)	6 (14%)	3 (7%)	4 (9%)	5 (11%)

x^2 = 87.16995 with 36 degrees of freedom; significance = 0.0000.

TABLE 3: How most staffers are recruited with Satisfaction

32.) If you could change the function of your newspaper in your college community, how extensive would this change be?

	Not Very Extensively (Satisfied) 1	2	3	4	5	6	Very Extensively (Dissatisfied) 7
English class N = 32	1 (3%)	7 (22%)	6 (19%)	2 (6%)	4 (13%)	8 (25%)	4 (13%)
Journalism class N = 189	27 (14%)	51 (27%)	24 (13%)	31 (16%)	29 (15%)	13 (7%)	14 (7%)
Special Meetings N = 38	4 (11%)	7 (18%)	6 (16%)	3 (8%)	5 (13%)	8 (21%)	5 (13%)
Orientation N =28	1 (4%)	6 (21%)	4 (14%)	5 (18%)	5 (13%)	5 (18%)	2 (7%)
Clubs N=10	0 (0%)	0 (0%)	2 (20%)	2 (20%)	0 (0%)	3 (30%)	3 (30%)
High Schools N = 25	4 (16%)	10 (40%)	3 (12%)	2 (8%)	3 (12%)	2 (8%)	1 (4%)
No Recruiting N = 18	4 (22%)	3 (17%)	0 (0%)	0 (0%)	6 (33%)	3 (17%)	2 (11%)
All Others N = 2	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)

χ^2 = 60.46573 with 42 degrees of freedom; significance = 0.0323.

TABLE 4: How staffers are compensated with satisfaction

32.) If you could change the function of your newspaper in your college community, how extensive would this change be?

	Not Very Extensively (Satisfied) 1	2	3	4	5	6	Very Extensively (Dissatisfied) 7
Yes N = 300	39 (13%)	73 (24%)	45 (15%)	39 (13%)	48 (16%)	37 (12%)	19 (6%)
No N = 148	16 (11%)	31 (21%)	19 (13%)	25 (17%)	18 (12%)	16 (11%)	23 (16%)

χ^2 = 12.39862 with 6 degrees of freedom; significance = 0.0536.

TABLE 5: How closely the newspaper follows style with Satisfaction

25.) If you could start the entire year over, how extensive of a change would you like to see in the way stories were handled, written, and laid out in your newspaper?

	Not Very Extensively (Satisfied) 1	2	3	4	5	6	Very Extensively (Dissatisfied) 7
1--Closely N = 87	14 (16%)	33 (38%)	14 (16%)	9 (10%)	11 (13%)	4 (5%)	2 (2%)
2 N = 100	9 (9%)	33 (33%)	26 (26%)	11 (11%)	12 (12%)	5 (5%)	4 (4%)
3 N = 90	1 (1%)	14 (16%)	21 (23%)	21 (23%)	15 (17%)	14 (16%)	4 (4%)
4 N = 60	1 (2%)	8 (13%)	12 (20%)	13 (22%)	15 (25%)	9 (15%)	2 (3%)
5 N = 36	2 (6%)	2 (6%)	3 (8%)	8 (22%)	10 (28%)	7 (19%)	4 (11%)
6 N = 43	2 (5%)	3 (7%)	4 (9%)	11 (26%)	9 (21%)	7 (16%)	7 (16%)
7--Not Closely N = 33	1 (3%)	5 (15%)	5 (15%)	5 (15%)	4 (12%)	4 (12%)	9 (27%)

χ^2 = 118.23204 with 36 degrees of freedom; significance = 0.0000.

TABLE 6: Adequacy of the Newspaper Office with Satisfaction

32.) If you could change the function of your newspaper in your college community, how extensive would this change be?

	Not Very Extensively (Satisfied) 1	2	3	4	5	Very Extensively (Dissatisfied) 6	7
1--Adequate N = 118	18 (15%)	28 (24%)	14 (12%)	19 (16%)	15 (13%)	15 (13%)	9 (8%)
2 N = 79	5 (6%)	26 (33%)	16 (20%)	13 (17%)	10 (13%)	7 (9%)	2 (3%)
3 N = 42	8 (19%)	6 (14%)	9 (21%)	4 (10%)	7 (17%)	4 (10%)	4 (10%)
4 N = 45	6 (13%)	13 (29%)	9 (20%)	4 (9%)	5 (11%)	3 (7%)	5 (11%)
5 N = 34	4 (12%)	6 (18%)	2 (6%)	2 (6%)	9 (27%)	7 (21%)	4 (12%)
6 N = 43	3 (7%)	11 (26%)	6 (14%)	9 (21%)	10 (23%)	3 (7%)	1 (2%)
7--Not Adequate N = 63	7 (11%)	11 (18%)	4 (6%)	9 (14%)	9 (14%)	10 (16%)	13 (21%)

χ^2 = 55.14595 with 36 degrees of freedom; significance = 0.0215.